

# SCHOOL WIDE POSITIVE BEHAVIOUR FOR LEARNING (PBL)

## TERTIARY PREVENTION

**Specialised individualised systems  
for Students with High – Risk  
Behaviour**

Aim: Reduce complications, intensity, severity  
of current cases

**Approx 1 - 5% of students are beyond the  
capacity of any one teacher and often beyond  
the capacity of the school. For this group of  
high risk students, Tertiary Prevention requires  
specialised and individualised  
intervention with high levels of  
collaboration and communication.**

## PRIMARY PREVENTION

**School wide  
systems for all  
students, staff and  
settings.**

Aim: Reduce new cases  
of problem behaviour

**Approx 80% of  
students respond to  
these universal systems  
such as  
school rules, routines,  
award systems and  
negative disciplinary  
consequences such as  
detention, time out, loss  
of privileges and  
imposition of additional  
responsibilities.**

**Whole school  
approach,  
common  
language,  
consistent  
and clear  
expectations.**

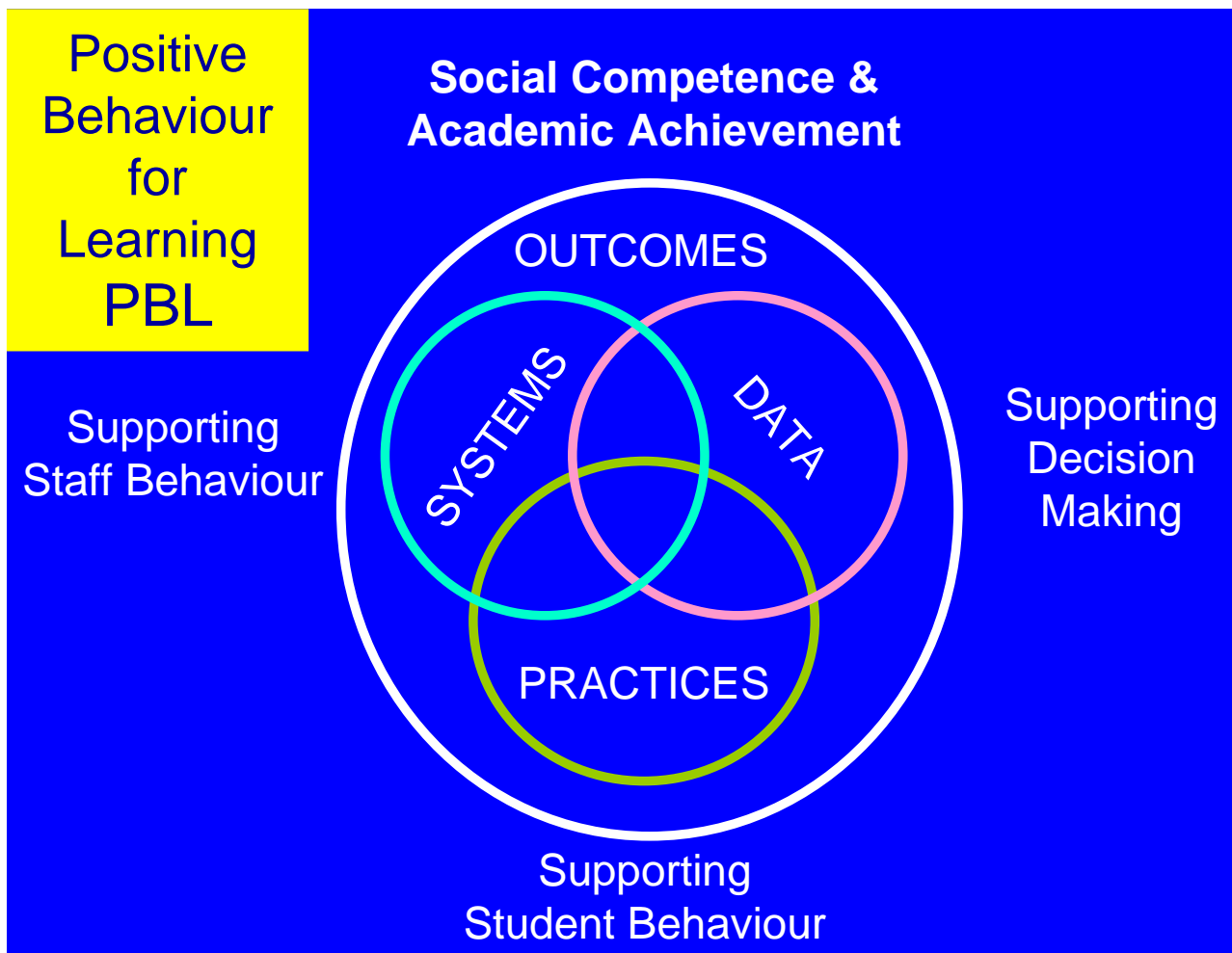
## SECONDARY PREVENTION

**Specialised Group  
systems for students  
with At- risk behaviour**

Aim: Reduce current cases of  
problem behaviour

**Approx 15% of students who  
show little or inconsistent  
response to school  
management systems. In  
addition to well established  
Primary Prevention strategies,  
management of these  
students involves a  
collaborative problem solving  
structure. There is much  
greater emphasis on  
teaching and  
reinforcing desired  
behaviour - all up, a  
more flexible,  
proactive,  
preventative model.**

**Important to have  
WHOLE SCHOOL  
approach**



## **SCHOOL WIDE POSITIVE BEHAVIOUR FOR LEARNING (PBL)**

### Essential Features

1. Statement of purpose
2. Clearly define expected behaviours (Rules)
3. Procedures for teaching & practicing expected behaviours
4. Procedures for encouraging expected behaviours
5. Procedures for record-keeping and decision making
6. Procedures for discouraging problem behaviours